

**Change Agent States For Diversity
Project Evaluation
Baseline Data Report - 2003**

Cooperative Extension System

**Arizona • Colorado • Missouri • New York • North Carolina •
North Dakota • Pennsylvania**

Table Of Contents

Introduction	4
Goals and Objectives of the Project	
Evaluation Study	
Overall Evaluation Objective	
Methods	
Results of Written Survey of Key Administrators	8
Profile Improvements – Hiring, Promotion and Retention Goals and Policies	8
Training Plan for Hiring Teams	
Use of Demographic Data	
Valuing Differences Training	13
Examples of Diversity-Related Professional Development Opportunities	
Incentives for Participation in Diversity-Related Programs	
Evaluation System	18
Mission, Vision, Core Value Statements, and Strategic Plan.....	21
Civil Rights and Non-Discrimination Policies	23
Summary Of Responses To Written State Survey	25
Appendix A: Affirmative Employment Plan – Example From The University of Missouri	27
Appendix B: Examples of Valuing Differences Training Programs	29
Appendix C: Diversity Evaluation Matrix – Example From Colorado State University	35
Appendix D: Diversity-Related Referenced in Organizational Strategic Plans	37
Results of Phone Interviews With Key Administrators	42
Level Of Experience Working With And Managing Diversity	42
Definition Of Diversity	43
The Business Incentive For Managing Diversity In The Organization	43
Key Diversity-Related Issues In The Organization	44

The Extent To Which New Employees Are Expected To “Fit In” The Organization	44
Modeling Support For Diversity Efforts In The Organization	45
Strategies That Support The Employment, Development, Retention, And Promotion Of Diverse Groups In The Workplace	46
Barriers Inhibiting The Employment, Development, Retention, And Promotion Of Diverse Groups In The Workplace	47
Usefulness Of Diversity Training In Preparing Extension Professionals To Serve Diverse Populations More Effectively	48
Usefulness Of Diversity Training In Preparing Extension Professionals To Work In A More Diverse Workforce	50
Impact Of Inclusion Of Diversity Competence In The Evaluation System On Promoting Diversity Competence Among Extension Employees	50
Extent To Which Administrative Teams Have The Appropriate Skills To Manage Organizational Change On Diversity Within Cooperative Extension	52
Summary Of Key Administrator Telephone Interview	57
Sources Cited	59

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Introduction

The Change Agent States for Diversity (CASD) Project, initiated by Cooperative Extension, is a catalytic step in beginning the transformation of the Land Grant University system. It is a consortium of eight states dedicated to supporting greater cultural diversity in land grant universities, by bringing the needed technical skills and training to each of the member states. Twenty state extension systems submitted proposals to become a part of the consortium; eight states were chosen through a competitive process. To be chosen, the applying Cooperative Extension system had to demonstrate that it: (1) met the criteria for the project, (2) had committed support from its leadership, and (3) it was already making real efforts to become more inclusive. It was envisioned that the eight states would represent different geographical areas of the United States. The eight states selected for participation in the CASD Project include: Arizona, Colorado, Georgia,* Missouri, New York, North Carolina, North Dakota, and Pennsylvania. In two of these states, Missouri and North Carolina, both the 1862 and the 1890 institutions participate in the project. Through this collaborative approach, the consortium will develop successful models and strategies that can be applied throughout the system. This project will use a multifaceted, holistic approach to bring organizational change.

Goals and Objectives of the Project

The overall *goals* of this project are as follows:

1. To build the capacity of Land Grant universities to function inclusively and effectively in a multicultural world; and
2. To set standards and implement a vision for supporting healthy, thriving, culturally diverse communities through Extension, research and academic programs.

The objectives of the Project are:

1. Establish a national mechanism to support ongoing, sustainable change in the Extension System and its research and academic partners in the Land Grant system.
2. Develop effective state leadership for addressing diversity issues.
3. Improve the diversity profile at county and state levels.
4. Foster a system that values differences.
5. Manage diversity skill development.
6. Establish strategic diversity management.

*Note. The state of Georgia is no longer a participant in the Change Agent States for Diversity Project

Evaluation Study

The purpose of this study is to evaluate the effectiveness of the Change Agent States for Diversity Project. This evaluation will assess states' movement in three organizational change initiatives: Organizational Profile, Valuing Differences Education, and Managing Diversity Skill Development.

Overall Evaluation Objectives

- To assess the climate for underrepresented groups in CASD Project states.
- To profile the extension workforce in each CASD Project state. Specific characteristics considered include: gender, race, age, salary, position, promotion, length of employment, and reason for leaving the organization.
- To determine the extent to which extension educators in CASD Project states have become more knowledgeable and skilled in their ability to work effectively with diverse populations;
- To identify organizational changes that have occurred within CASD Project states to build the capacity of the institution to more effectively serve diverse populations.
- To determine the role of the Catalyst Team in the CASD Project.
- To identify new strategies and models developed to address diversity and support a multicultural organization.

Key Research Questions

1. What is the planned strategy for involvement of extension professionals in valuing differences training in each state?
2. What diversity-related professional development opportunities are available for extension employee participation?
3. Have new personnel staffing goals in the area of hiring, promotion, and retention been developed or revised based on the profile assessment of 2000?
4. Have specific hiring and promotion policies been revised to more effectively meet diversity goals?
5. Is diversity competence included in the evaluation/appraisal system?
6. How do administrators model diversity competence to their staffs?
7. Have administrators participated in diversity-focused training?
8. What strategies and barriers do administrators identify as supporting the employment, development, retention, and promotion of diverse groups in the organization?
9. In states that include both an 1862 and an 1890 land grant institution:

How often do the administrations of both institutions meet? What joint planning has occurred between the administrations of the two institutions to address diversity issues?

10. What is the composition of the Catalyst Team in each state?
11. What communication strategies does the Catalyst Team use to communicate with various levels of the organization?
12. What has been the benefit to CASD states of working together collaboratively as a consortium, as opposed to working independently as individual states?
13. What new strategies are currently in place to address diversity within Cooperative Extension?

Methods

This evaluation study was designed to collect data at two distinct points in time - at the beginning of the project (2002), and five years later (2007). A comparison of data collected at these two points in time will provide a basis for determining the effectiveness of the project toward achieving its goals.

The research design incorporates both quantitative and qualitative methodology and is multi-faceted. The following are components of the evaluation study which will be conducted at the beginning of the project and again five years later:

- A survey assessing the climate of extension and university employees in each CASD project state.
- A profile assessment of the workforce in each CASD state to determine the demographic make-up of employees.
- A written survey of each state to be conducted in 2002 and again in 2007.
- A review of organizational documents, policy statements, and diversity plans in each CASD state.
- A telephone interview with key extension administration in each state (at the beginning) and an on-site personal interview with key extension administration in each state (five years later).

The following are components of the evaluation study which will be conducted five years after initial data collection:

- An on-site personal interview with the Catalyst Teams in each state.
- Documentation of planned CASD Collaborative Tasks will be reviewed to determine the extent of completion.

Additionally,

- Personal interviews with CASD members will be held during bi-annual face-to-face meetings throughout the project period.

This report summarizes the Key Administrator Written Survey and the Key Administrator Telephone Interview data collected during the first part of the project. It represents a portion of the baseline data.

RESULTS OF WRITTEN SURVEY OF KEY ADMINISTRATORS

The mission of the Cooperative Extension System's Emphasis on Diversity and the strategic plan is to achieve and sustain pluralism as an integral part of every aspect of Extension: mission and vision; work force; programs; audiences; and relationships with other people, groups, and organizations.

Pathway to Diversity, 1991, p. 8

One of the eight states, Georgia, discontinued participation in the project during the early phases of the project. Therefore, this report provides data on the seven states that currently participate in the Change Agents for Diversity Project (CASD). In two states, both the 1862 and the 1890 institutions participated, totaling nine separate organizations. Six of the nine CASD institutions responded to the **Key Administrator** written questionnaire. The six responding organizations were all 1862 institutions. The information in this portion of the report is based on the responses of these six institutions which are Arizona, Colorado, New York, Missouri, North Dakota, and Pennsylvania.

PROFILE IMPROVEMENT - HIRING, PROMOTION AND RETENTION GOALS AND POLICIES

CES will increase and sustain the diversity of the System's work force, including leadership, to better reflect the diversity of the population of the Nation, states, and territories.

Action: Develop policies and procedures to achieve and sustain the diversity of Extension's work force.

Pathway to Diversity, 1991, p. 12

An important objective of the CASD evaluation project is to identify organizational changes that have occurred within CASD Project states to build the capacity of the institution to more effectively serve diverse populations. One area for change is related to the workforce.

Have new personnel staffing *goals* in the area of hiring, promotion, and retention been developed or revised since the organization began participation in the CASD Project? Additionally, have specific hiring and promotion *policies* been revised to more effectively meet diversity goals?

Findings

Employment Goals. Since the organization began participating in the Change Agent States for Diversity Project, hiring goals have been developed in three institutions and revised in two institutions; retention goals have been developed and revised in one institution. No institution reported development or revision in its promotion goals.

Employment Policies. Hiring policies have been revised in three institutions. Promotion policies have been revised in two institutions.

	Developed		Revised	
	Yes	No	Yes	No
Hiring Goals	3	3	2	3
Promotion Goals	0	6	0	5
Retention Goals	1	5	1	4
Hiring Policies			3	3
Promotion Policies			2	4

The following were reported by individual institutions as examples of changes to hiring and staffing **goals** in that institution.

- The hiring process has been changed to: assure that vacancy announcements appeal to a more diverse population; are more inclusive of a wider range of qualifications where appropriate; and ensure an open interview process.
- Personnel staffing goals set a specific target for the recruitment, hiring and retention of people of color in the organization.
- Employment targets for minorities and women have been set based upon the percentage of minorities and women in each Cooperative Extension Administrative Region.
- Research is being conducted to determine where in the search process (at what point) diverse candidates are lost.

The following were reported **by** individual institutions as examples of changes to hiring, retention, and promotion **policies** in that institution.

- Hiring policies: The EEO statement has been revised to include sexual orientation. Previously, the EEO statement made no mention of sexual orientation among the list of protected groups.
- All Cooperative Extension agent vacancy announcements will require a bachelor's degree unless the position is a county extension director position which requires a master's degree. Previous to this decision, many extension positions were advertised as master's required or preferred to try to recruit a more experienced individual into the position.

- Policies governing the retention, hiring, and recruitment process were revised in order to meet the diversity goals set forth in the Strategic Plan and Affirmative Employment Plan. (A copy of this organization's Affirmative Employment Plan is included in Appendix A.)
- Promotion policies: A new internal posting policy had been drafted to encourage promotion within the system. This policy specifically speaks to the impact of the selection procedure on the hiring and promotion opportunities for members of diverse groups. At the point of data collection, the policy was expected to be presented to the system for adoption.

...the University is committed to diversifying its workforce and providing maximum opportunity for internal mobility within the institution. ...The use of any selection procedure that has an adverse impact on the hiring, promotion, or other employment or membership opportunities of members of any race, sex, or ethnic group may be considered discriminator and inconsistent with the Uniform Guidelines on Employee Selection Procedures.

TRAINING PLAN FOR HIRING TEAMS

Do organizations have a training plan to increase the diversity skill level of their hiring teams?

Findings

Half (3) of the responding institutions indicated that they currently have a training plan to increase the skill level of hiring teams for recruitment and hiring of diverse employees. The description of the plans, however, suggests variability in the degree of formality of the training plans. Two institutions had a training plan prior to the start of the CASD Project. However, one of the two institutions indicated that while it had training and information available, the training was less focused on diversity prior to the start of the CASD Project.

Training Plan in Place to Increase Diversity Skill Level of Hiring Team		
	Yes	No
Currently Have Plan	3	3
Had Plan Prior To CASD	2	4

In those organizations that have a training plan, search committee chairs, members of search committees, and those interested in serving on recruitment teams receive training. The following types of training plans and activities are currently being offered in the responding institutions. Each bullet represents a different organization:

- All search committee chairs must attend training before they are allowed to serve as chair. At least 50% of all search committee members must attend search committee training conducted by the university. In addition, Extension requires campus specialists to attend a training specific to Extension before serving on a search committee.

The E.E.O. Coordinator must assist the search chair in the identification of search committee members especially with regard to minorities and women. In cases where it is not possible to identify minorities or women in the hiring unit, students and/or individuals from another unit are asked to serve. If it is not possible to have such representation, the reason(s) must be noted.

Further, the search committee must be prepared to make additional recruitment efforts if a diverse pool is not identified; and no interviews may be scheduled until candidates are approved by the Office of Equal Opportunity.

The specific content of this organization's training for search committee members included the following topics: role of the search committee chair, role of committee members, role of the E.E.O. Coordinator and the Office of Equal Opportunity, legal requirements, accountability, confidentiality, identification of bias, generating a qualified and diverse applicant pool, the "psychology of elimination," and interview questions to avoid.

- In another organization, all specialists and others interested in serving on a recruitment team are required to attend a 3-day training session. The training, offered by a team from the Human Resource Office and the AA/EEO/Diversity Office, focuses on diversity awareness, cultural competence and marketing oneself and the organization.
- In the third organization, the Catalyst Team has conducted regional Diversity Skill Development workshops that included supervisory recruitment/hiring skills. Information and suggestions are disseminated in monthly Diversity electronic newsletters. The respondents, however, indicated that an ongoing training "plan" is not currently in place.

USE OF DEMOGRAPHIC DATA

The demographics of this country are changing at an ever-increasing rate. If Cooperative extension is to meet its goal of serving all of the citizens of the community, a first step is to understand the make up of the groups which comprise the communities we intend to serve. Institutions were asked if Extension administrators and educators had been in-serviced on the demographic make-up of their state since the institution began participating in CASD.

Findings

In five of the 6 responding institutions, both Extension administrators and Extension educators had been in-serviced on the demographic make-up of their state.

In-Service on Demographic Make-Up of the State		
	Number Responding Yes	Number Responding No
Extension Administrators	5	1
Extension Educators	5	1

Demographic profile information was used by institutions in the following manner.

- To allow personnel to carefully examine who is a part of the population to be served in a particular region.
- To identify who is being reached by University Outreach & Extension programming; and to determine who is being underserved or not served.
- To identify appropriate audiences currently not being served or reached with recruitment information. (The Extension demographer provides training to all new staff on how to use census and other information.)
- To plan programs, recruit volunteers, and target underrepresented audiences to deliver educational programs.
- To determine the representation needed for each county's extension board and program planning committee.
- To determine employment targets for minorities and women that are based upon the percentage of minorities and women in each Cooperative Extension Administrative Region.

VALUING DIFFERENCES TRAINING

CES will establish a physical, psychological, and emotional environment that creates, fosters, and sustains diversity and pluralism and eliminates discrimination at all levels.

Action: Provide training and staff development for CES administrators, managers, and staff at all levels to achieve and sustain diversity and pluralism in the workplace and in programs.

Pathway to Diversity, 1991, p. 11

Education and learning don't just happen. They have to be planned. Institutions were asked if they had a planned strategy for involvement of extension professionals in valuing differences education. More specifically, they were asked: What is the planned strategy for involvement of extension professionals in valuing differences training in each state? What diversity-related professional development opportunities are available for extension employee participation? How has the strategy changed since the organization began participating in the CASD project? Are incentives provided for participation in valuing differences training? To what extent are extension employees encouraged to participate in diversity training/programs offered outside of Cooperative Extension?

Findings

Five of the six responding organizations had a planned strategy. Three organizations had a plan prior to the start of CASD. Two of these organizations specifically stated that their training plan had not changed since the start of CASD. One organization noted that although it did not currently have a *formal* training plan, a number of diversity-focused experiences and events had been offered to provide valuing differences education to the extension personnel in the state.

Planned Strategy for Valuing Differences Training		
	Number Responding Yes	Number Responding No
Current Planned Strategy	5	1
Strategy Prior to CASD	3	3

The following are specific strategies used by individual organizations to involve extension professionals in valuing differences training.

- A CASD Catalyst Team member is included on every extension conference committee (two conferences each year) to assure diversity issues are a part of the programs.
- The planned strategy for valuing differences training is a part of the organization's Diversity Action Plan.
- Diversity education is included in new employee and new supervisor orientation.
- Diversity training is required for all current employees. The first group to receive training will be administrative, management, and supervisory level employees.
- Diversity education is provided for volunteers in all extension programs.
- Diversity-focused workshops are regularly included in the offerings of state-wide professional development programs for extension professionals (valuing differences, strategies for working with diverse audiences, civil rights/affirmative action, and sexual harassment workshops).
- Valuing differences is included among core competencies identified for educators. One unit of Early Professional Development Curriculum (recommended courses for new educators) is "Opening Doors" which is a three-day retreat that lays the foundation for individual and organizational growth.
- The Catalyst Team addresses skills needed by supervisors and leaders.

- A tool for supervisors is being developed to help them understand and convey the importance of “valuing differences” in employee work and employee professional development plans.
- Valuing differences trainings are a part of the face-to-face catalyst team meetings.

One comment addressed a concern that the main strategy for involving extension professionals in valuing differences training has been based on choice; very few educational experiences have been mandatory.

Organizations reported that the planned strategy for involvement of extension personnel in valuing differences education has changed in the following manners **since the organization began participating in CASD.**

- Action on the plan has actually begun.
- Staff Development in the College, along with educational in-services, and train-the-trainer programs have become formalized to meet specific strategic goals as outlined in the College Strategic Plan.
- The Catalyst Team also has adopted specific goals and strategies outlined to address educational efforts.

Examples Of Diversity-Related Professional Development Opportunities

Institutions were requested to describe one, two, or three examples of the most important diversity-related professional development opportunities available for employee participation. Fourteen (14) program descriptions were shared by the six institutions. A description of each program is included in Appendix B.

The frequency of offerings varied from one-time events to on-going programs. The number of participants attending each session varied considerably, from 8 to several hundred. In most institutions all levels of employees participated: program administrators, agents/educators, and staff. The most frequent methods of promotion for training programs were: flyers, websites, professional development calendars, and extension list-serves. The table below summarizes the frequency of offerings, number of participants, positions of participants, and methods of program promotion.

Professional Development Opportunities: Frequency of Offerings, Number of Participants, Positions of Participants, and Methods of Promotion (N=14 programs)	
Frequency of Offerings	
Once or one-time events	6
Twice	2
2-5 times	1
4-6 times	2
9 times	1
On-going	2

Number of Participants	
8-25 participants	5
40-100 participants	3
100 – 250 participants	3
Over 250 participants	3
Number of Programs Attended by People in the Following Positions	
Administrators	13
Agents/Educators	13
Staff	11
Number of Programs Using The Following Methods of Promotion	
Websites	5
Flyers	4
List-serve	3
Professional Development Calendar	3
Other	8

The following topics were the focus of the 14 valuing differences training programs described above.

- Assessing one’s own cultural sensitivity and awareness of cultural differences
- The use of power and its effects on the individual, groups, and organizations
- The demographic trends, politics and socioeconomic status of Latinos
- Challenges and opportunities in serving Hispanic audiences
- Perspectives: Attack on America – response to September 11th
- Multiple Intelligences
- Meaningful curriculum for culturally diverse students
- Teaching, learning, and thinking styles to empower diverse learners
- Identifying and learning about identity groups
- Building alliances and promoting partnerships
- How to create an environment where people respect and value differences
- Personal attitude change as a part of a valuing differences initiative of multicultural organizational development
- Celebrating diversity in the College of Agriculture through people, programs, and ideas
- Learning, understanding, and developing partnerships with a sister 1994 institution
- Implementing diversity using the change adoption approach
- Sexual orientation
- Native American land claims
- Empowerment models
- Unlawful discrimination
- Working with people with disabilities

- Sexual harassment
- Working with diverse audiences – an 1862 institution learns from an 1890 institution
- General diversity awareness
- The ADA as it pertains to access rights of service dogs
- Native American issues

Incentives for Participation in Diversity-Related Programs

All six institutions currently provide incentives for participation in diversity-related programs/training. Four of the six institutions provided incentives prior to the start of CASD. Two have added incentives.

All six organizations provide incentives in the form of paid time available for attendance/participation, and registration fees are paid or reimbursed. For example, one institution provides \$400 in one year or \$800 in two years to attend a meeting of choice. An employee can submit an individualized learning plan to the Regional Director. These experiences are financially supported by the professional development fund allocated to the Regional Director. Another institution pays the \$300 tuition cost for a three-day diversity training. The employee pays only travel costs. Three institutions also give employees specific recognition in employee evaluation.

Since the organization began participating in CASD, one institution stated that there has been an increased emphasis on the value of this type of training. Another institution stated that CASD has sparked greater collaboration between the College and Cooperative Extension.

The extent to which extension professionals are encouraged to participate in diversity training/programs that are offered *outside* of the extension organization varies across the responding institutions. In two institutions extension professionals are very strongly encouraged; in three institutions professionals are somewhat encouraged; and in one institution there is limited encouragement to participate in diversity programs outside of extension.

Participation in Diversity Programs Outside of Extension					
Very Strongly Encouraged			Encouraged Very Little		
Rating	1	2	3	4	5
N	2		3	1	

The following is a list of opportunities available to extension professionals outside of Cooperative Extension.

- Commercially available opportunities such as Career Track seminars and Fred Pryor seminars.

- University-wide diversity programs.
- County government-offered diversity training in which extension agents are invited to participate.
- Offerings of Extension professional associations, e.g. the Agronomy Society, the Consumer and Family Organizations, etc., as well as other national and state groups geared toward extension-related professions.
- Local events including social service programs and faith-based programs.

A variety of approaches are used to advertise/promote outside professional development opportunities to extension professionals. Those cited include:

- Educational opportunities are posted on website.
- Items are announced in the newsletter.
- Promotional brochures and flyers announcing promotional websites are distributed.
- A staff development calendar is sent by email to staff monthly.
- Through the Extension Staff Development website—conferences/workshops, both internal and external, are advertised to extension staff.
- Regional opportunities are promoted by Regional Directors, as well as County Extension Directors.
- Access to outside professional development opportunities is accessible by Extension personnel through each program and department at the campus level.
- Information about professional development opportunities is shared through the computer network by The Staff Development office.

EVALUATION SYSTEM

CES will establish a physical, psychological, and emotional environment that creates, fosters, and sustains diversity and pluralism and eliminates discrimination at all levels.

Action Step: Implement personnel appraisal and reward systems for CES administration, managers, and staff at all levels that enhance diversity and pluralism as an integral part of these appraisal and reward processes.

Pathway to Diversity, 1991, p. 11

The purpose of evaluation is to document the extent to which program objectives have been met, to enable program staff to make changes that improve program effectiveness, and to promote professional growth and development. Therefore, those issues that are most important to the mission of the organization should be reflected in the evaluation system. To strengthen diversity work and maintain momentum, organizations must build accountability for diversity initiatives into the performance appraisal process (Cross, 2000; Esty, Griffin & Hirsch, 1995).

Organizations in the CASD Project were asked if diversity competence is included in the evaluation/appraisal system.

Findings

Diversity competence is considered in the evaluation/appraisal system of individual extension employees in four of the six institutions. One of the two remaining institutions stated that core competencies are currently being developed for inclusion in the evaluation system.

Prior to the start of the CASD Project, diversity competence was considered in the evaluation/appraisal system of individual extension employees in half (3) of the responding institutions. In one of these institutions, the evaluation system has changed to place a greater emphasis on the *diversity benchmark* since participation in CASD. Training to assist supervisors in evaluating diversity competence is provided in two of the four institutions that include diversity in the evaluation system.

Of the four organizations that include diversity in the evaluation system, two believe that including diversity competence in the evaluation system promotes diversity competence to “a large extent” among extension employees, and two believe it promotes diversity competence to “a small extent.”

Diversity Competence in the Evaluation/Appraisal System (N=6)		
	Yes	No
Currently Considered in Evaluation System	4	2
Considered Prior to CASD	3	3

Number of Organizations With Diversity in the Evaluation System That Have A Training Plan for Supervisors (N=4)		
	Yes	No
Training to Assist Supervisors	2	2

Extent to Which Evaluation Promotes Diversity Competence In
--

Organizations That Include Diversity in the Evaluation System			
	Large Extent	Small Extent	None
Promotes Diversity Competence	2	2	

Three of the four institutions described how diversity is considered in the evaluation/appraisal system. In each organization, Diversity is one of the Core Areas of Performance, Core Competencies, or Performance Factors. Employees are rated on a scale ranging from “unsatisfactory” to “exemplary” or from “does not meet expectations” to “significantly exceeds expectations.”

- The performance appraisal system is based around ten Core Areas of Performance that are central to the ability of Extension professionals to work effectively within their counties.... One of the ten core areas is *Diversity: ability to integrate and implement diversity efforts throughout the Extension work environment.*

For each Core Area of Performance there are benchmarks and indicators for each level of performance. Employees are rated from a lower level to a higher level of performance for each benchmark. Benchmarks are written in four areas:

- Understanding of diversity – Demonstrates understanding of diversity in public settings by engaging diverse audiences in program participation/facilitation
- Data analysis – Combines diversity data with diverse clientele input to develop innovative and creative techniques to enhance representation of diverse audiences
- Plan of work – Provides colleagues information and works with them on establishing POW goals and objectives that promote diversity. Formally shares effective practices to enhance diverse participation in programming.
- Accountability – Programming efforts have resulted in a documented increase in diverse audience participation.

Performance ratings range from unsatisfactory to exemplary. The entire Diversity matrix is included in Appendix C.

- The Staff Review and Development Plan includes eight performance factors which reflect the University values and priorities. One of the performance factors is *Commitment to Diversity*:
 - *Demonstrates a respect for the value of individuals regardless of their background*
 - *Contributes to processes that create and support a diverse environment*
 - *Participates in diversity programming and activities*
 - *Considers the degree and overall inclusion of civil rights objectives in the planning, execution, and evaluation of clientele participation in the individual’s programs.*

Considering the eight performance factors, employees are given an overall rating ranging from “performance significantly exceeds expectations” to “performance does not meet expectations.”

- Cultural diversity is listed among the individual capabilities that are a part of the Core Competences for the system. The following are more specific areas considered in the evaluation of regional administrators, regional specialists, and county program directors.
 - *Assess diverse audience participation in programs by comparing participation with demographics of the geographic area served.*
 - *Documentation of outreach efforts to diverse audiences in programs, e.g. registration lists, office visits, program reports, etc.*
 - *Observation of interactions and relationships between employee and others in the organization, both audience and employees who are representative of cultural diversity.*

Employees are rated on a scale ranging from unsatisfactory to outstanding.

MISSION, VISION, CORE VALUE STATEMENTS, AND STRATEGIC PLANS

The mission statement of an organization states why the organization exists. It is intended to focus attention on the essentials and to summarize specific core competences and/or capabilities of the organization. A vision statement describes the future: where the organization is going or where it wants to go. More specifically, according to Cox & Beale (1997, p. 286), “A vision is a statement of what success looks like. It answers the question, ‘What kind of organization are we trying to create in order to support diversity competency?’” The strategic plan of an organization details the methods or processes required to achieve the goals (mission and vision) of the organization.

Participating organizations were asked to share a copy of the organization’s mission statement and strategic plans. These documents were reviewed to determine the extent to which issues of diversity were considered in the statements/plans.

Findings

Mission, Vision, And Core Value Statements

Each institution has an overall mission statement as well as “related statements” such as vision statements, core value statements, challenge statements, and fundamental principles. Mission statements are necessarily broad. None of the mission statements specifically mention “diversity.” However, in five of the six institutions, the “related statements” clearly include diversity as an important value of the organization. The following are examples of reference to diversity in these institutional statements. Each bullet represents a different organization.

- Diversity is specifically mentioned in the statement of Organizational Values. *We have scholarship, creativity, integrity, cooperation, **diversity**, and mutual respect.* Additionally, a secondary mission is: *to provide learning experiences to the urban community on their landscape and gardening problems and to help them appreciate the importance of the agricultural community in which they live.*

- Diversity is specifically mentioned in the statement of Fundamental Principles. *University Outreach and Extension's educational programs are guided by:*
 - *An integrated, coordinated response by the campuses and the field system to address important issues of wide public concern, **including those of underserved audiences***
 - ***Equitable access and inclusion***
 - ***Diversity in staffing, advisory groups, county extension councils and learners***

- Diversity is specifically mentioned as one of the Environment of Organizational Commitments: *Community Centered Work, **Diversity**, Leadership and Volunteerism, and Family and Youth Voices*. Additionally diversity is listed as one of the Guiding Principles: *Cooperative Extension believes **diversity is a strength***.

- Diversity is specifically mentioned as a Core Value.
 - ***Dedication to diversity, multicultural understanding, and cross-cultural competence***

- Diversity is specifically mentioned in the Vision and Core Values.

Vision

 - *Cooperative Extension is committed to **pluralism** because **differences enrich people and programs**. **Extension values and pursues diversity in faculty, staff, volunteers, and program participants**.*
 - *Capitalize on the diversity of [State]'s people and their needs.*

Values

 - *We are committed to inclusiveness... We **embrace diversity in our faculty, staff, and learners**. We **respect diversity of opinion** and take pride in the diversity of our programming.*

Strategic Plans

Five of the six responding institutions have a strategic plan for Cooperative Extension. One institution does not. A review of these documents reveals that reference to diversity tended to fall into three major categories.

The area referenced most frequently related to efforts to increase and retain diversity of the workforce and extension volunteers. Strategies included: developing proactive recruitment and retention plans to achieve a diverse workforce; imbedding diversity maturity into the recruitment/hiring process; aggressively hiring outstanding and diverse persons; increasing the diversity of central administrative staff over the next five years; establishing measurable objectives to assess progress toward diversity of employees and volunteers; measuring workforce diversity by the percentage of non-white faculty, staff, volunteers and council members; and the updating of organizational policies and procedures to support diverse faculty, staff, volunteers and program participants.

The next most frequently referenced area related to efforts to provide extension programming for diverse audiences. Strategies included: identify, create, and enhance

programs designed to reach diverse populations; increase educational program outreach to underrepresented groups; target, expand, and deliver innovative programming to address the needs of underrepresented populations; and increase program access by under-served and diverse populations.

A third area addressed in the strategic plans related to development of the organization through professional development of the staff and creating an inclusive organization. Strategies included: infuse ongoing diversity education throughout Cooperative Extension's staff development programs; develop a diversity list-serve and resource library; increase awareness of and respect for diverse cultures and perspectives, and strengthen efforts to infuse multicultural values into curricula and courses; raise awareness and respect for diverse cultures by incorporating virtual field trips into classroom curricula and by connecting electronically with international audiences; develop and offer a specialized basic language course for students with little or no experience with Spanish as a foreign language; create a diversity lens for organizational strategies, assumptions, and outcomes; develop continual system communication, dialogue, and sharing around issues of diversity; and provide accountability for the diversity efforts of all Extension employees through the performance appraisal process.

Additionally, strategies addressed efforts to build positive relationships with diverse communities. These included: encourage development of collaborative relationships and working partnerships with groups and organizations that work with diverse population and multi-cultural audiences; provide accountability of organizational diversity efforts to support individuals, groups and communities; and develop relationships with people and build credibility in diverse communities.

A more detailed listing of the diversity-related references in the strategic plans of the five organizations are included in Appendix D.

CIVIL RIGHTS AND NON-DISCRIMINATION POLICIES

Organizations were asked to indicate the extent to which they are compliant with civil rights and nondiscrimination policies. Compliance with these policies varies across the organizations. Most (5 of 6) organizations indicate that they comply "to a great extent" with strategically displaying Civil Rights posters in every county office, and with having a system in place to assure that the nondiscrimination statement appears on all publications. Only one organization indicates that it maintains documentation that volunteer boards review civil rights requirements annually "to a great extent", and that all advisory boards sign the nondiscrimination card. Most (4 of 6) say they use buildings that are accessible to persons with physical challenges to a great extent" and half typically make materials available in alternative media, if requested.

Indication of Compliance With Civil Rights, Nondiscrimination, and ADA Policies			
Policies	To a great extent	To some Extent	Not at all
Civil Rights posters displayed in every county office	5		1
A system is in place to assure that nondiscrimination statement appears on all publications	5		1
Documentation exists that volunteer boards review civil rights requirements annually	1	5	
All advisory boards sign the nondiscrimination card	1	2	3
All buildings used for extension programs are accessible to physically challenged persons	4	2	
Materials are made available in alternative media if requested	4	2	

In all six organizations, the director sends a communication to employees stating the organization's policy of nondiscrimination. This written communication is annually sent to extension employees in the form a letter, by email, placement on the web, or a combination of these formats. In five of the 6 organizations, this practice began prior to the start of the CASD Project. One organization began the practice since participating in CASD.

Five organizations have a system in place to assist its leadership to comply with civil rights/ADA requirements. The systems in place include: the Associate Director is responsible for statewide leadership; The AA/EEO Officer is responsible for assisting the organization to comply with civil rights/ ADA requirements; the Civil Rights Performance Plan is in place; and the Equal Opportunity Director meets regularly with the extension leadership team. These systems have not changed since the start of the CASD Project.

Although the remaining organization states it does not have a system in place, an informal system including discussion with regional directors and the Human Resources Coordinator, does occur.

SUMMARY OF RESPONSES TO WRITTEN STATE SURVEY

Since participation in CASD, some institutions have developed or revised their hiring, retention, and promotion goals and policies. In these organizations, the vacancy announcements have been revised to appeal to a more diverse population with a wider range of qualifications. Staffing goals set specific targets for people of color and women. Policy changes have included the addition of sexual orientation to the EEO Statement and the requirement of a bachelor's degree as opposed to a master's degree for most positions. Revisions in hiring goals are being made to reflect Strategic Plans and Affirmative Employment Plans. Hiring policy statements are being strengthened to discourage selection procedures that may have an adverse impact on racial, gender, or ethnic groups.

Some participating institutions have training plans in place to increase the skill level of hiring teams for recruitment and hiring of diverse employees. In these institutions, search committee chairs and some or all search committee members receive training. One institution specifically states that the search committee must be representative of people of color and women, even if this requires requesting individuals from a different unit to serve on the committee.

The Extension administrators and educators in most of the responding institutions have been in-serviced on the demographic make-up of their state. Demographic information is being used to identify appropriate audiences currently not being served or reached with recruitment information; to plan programs, recruit volunteers, and target underrepresented audiences for educational programs; to determine the representation needed for each county's extension board and program planning committee; and to set employment targets for minorities and women based on their percentage in each region.

Most of the responding institutions have a planned strategy for involvement of extension professionals in valuing differences training in their state. The number of institutions that currently have such a plan has increased since the start of the CASD Project. Valuing differences training is included in new employee and new supervisor orientation programs. Additionally, this training is regularly included in the offerings of state-wide professional development programs. In one institution, a CASD Catalyst Team member is included on every extension conference committee to assure diversity issues are a part of the programs. Generally, outside of new staff orientation, valuing differences training is offered on a voluntary basis.

Valuing differences educational programs vary from one-time events to on-going programs across responding organizations. In most institutions all levels of employees participate: program administrators, agents/educators, and staff. Selected topics shared as examples of valuing differences training offered in the participating institutions include: Assessing One's Own Cultural Sensitivity and Awareness of Cultural

Differences, Working With Hispanic Audiences, Multiple Intelligences: Diversity in Thinking and Learning, Implementing Diversity Using the Change Adoption Approach, What is Sexual Harassment?...Did I Cross the Line?, I've Never Worked With a Disabled Person, Partners for Life: A Service Dog's Tale, Understanding Native American Cultural Issues.

All responding organizations provide incentives for participation in diversity-related programs in the form of paid time available for attendance and registration fees. This was not true for all organizations before the start of CASD. Additionally, since the start of CASD, an increased emphasis has been placed on the value of this type of training, and due to the work of the Catalyst Team, greater collaboration has developed between the College and Cooperative Extension. A number of opportunities are available to extension professionals outside of Cooperative Extension. However, the extent to which extension professionals are encouraged to participate in outside programs is somewhat limited.

Diversity competence is considered in the evaluation/appraisal system of individual extension employees in some of the responding institutions. The number of institutions who include diversity in the evaluation system has increased since the start of CASD. Only half of these institutions, however, provide training to assist supervisors in evaluating diversity competence. In each of the examples provided, diversity is one of the core competencies or performance factors of the evaluation system.

The mission, vision, core value statements and strategic plans of each institution were reviewed to determine the extent to which issues of diversity were considered in the statements/plans. "Diversity" was not mentioned in any of the mission statements. However, the "related statements" of most of the institutions clearly include diversity as an important value of the organization. An emphasis on diversity is stated in the Organizational Values, the Fundamental Principles, Organizational Commitments, Guiding Principles, and Core Values of these institutions.

The strategic plans for most of the responding institutions have specific references and goals for diversity. Strategic plans incorporate the following goals: training and education on diversity issues; inclusion of diversity competence in performance management; diversity in recruiting, hiring, retention and promotion; recognition of successful diversity change agents; provision of resources to support diversity plans; diversity of volunteers; infusion of multicultural values into curricula and courses; educational and outreach programs targeted to meet diverse needs; development of collaborative relationships and working partnerships with diverse populations; extension councils that are representative of the geographic region they represent; and use of customer satisfaction reports by program managers and leaders.

Most institutions comply with displaying Civil Rights posters in every county office, assuring that the nondiscrimination statement appears on publications and using buildings that are accessible to persons with physical challenges. However, fewer typically make materials available in alternative media, and only one institution maintains documentation "to a great extent" that volunteer boards review civil rights requirements annually and sign the nondiscrimination card.

Appendix A

Affirmative Employment Plan – Example From The University of Missouri

Affirmative Employment Plan

Expected Outcomes

- Recruitment

- University Outreach and Extension faculty and staff actively recruit and interview Blacks, Hispanics, Asians, and Native American applicants for all categories of staff and faculty and regional specialist positions.
- Barriers causing non-utilization and under-representation will be identified and addressed.
- Hiring
 - Barriers to the employment of racial/ethnic minorities are reduced.
 - University Outreach and Extension hire Blacks, Hispanics, Asians, and Native Americans.
- Promotion
 - Underrepresented groups of employees will be equitably represented in the County Program Director and Regional Director positions.
- Training
 - University Outreach and Extension faculty, staff and council partners are trained each time they are involved with hiring, recruiting, personnel performance, or program implementation training.
 - University Outreach and Extension faculty, staff and council partners are interviewing, hiring, and retaining personnel that are representative of underrepresented groups.
 - University Outreach and Extension faculty, staff and council partners and volunteers are teaching learners/audiences that are representative of underrepresented groups enrolled in UO/E programs.
 - Retention of faculty and staff who are Black, Asian, Hispanic or Native Americans will be tracked to improve any organizational issues related to retention.
- Accountability
 - University Outreach and Extension faculty and staff and county Extension councils are accountable for complying with the guidelines for EEO/AA and ADA.

Appendix B

Examples of Valuing Differences Training Programs

Examples of Valuing Differences Training Programs

The following are detailed descriptions of the examples of diversity-related professional development opportunities listed in the Valuing Differences Training Section of the main body of the report.

❖ **Extension Annual Forum 2001 “Passport to Diversity: A Personal Journey”:**

This three day conference included breakout sessions with the following titles:

- “Personal Assessment – Creating Your Own Growth Plan.” Provided an opportunity to assess one’s own cultural sensitivity and awareness of cultural differences.

- “Creating a Partnership Organization.” Participants examined a framework of “power” and learned how power is used and discussed the resulting effects on us personally, as members of groups and organizations.
- “Latinos, the Soon-To Be-Largest Minority: So What?” The demographic trends in education, politics and socioeconomic status were examined. Possible futures for this very diverse population were discussed.
- “Working with Hispanic Audiences in Colorado.” Presenters addressed the challenges and opportunities in serving the new population of families through Extension programming.
- “Multiples Intelligences: Tested Tools to Open Windows and Doors to Extension Learning.” Gardner’s Eight Ways to Know and Multiple Intelligences were introduced through activity-based instruction.
- “Weaving Meaningful Curriculum for Culturally Diverse Students.” Ways to make scientific knowledge and education meaningful for diverse audiences were explored.
- “Diversity in Thinking and Learning: Looking in the Mirror and Not Seeing Yourself in Your Teaching.” Participants examined their teaching, learning and thinking styles and discovered ways to better empower diverse groups of learners.

Passport to Diversity was wonderfully received. Comments such as “the best annual forum I’ve attended in over 20 years” were made.

❖ **“You and the Diversity Initiative”**

The goals of this program were to:

- Increase understanding of diversity by identifying and learning more about identity groups,
- Identify personal feelings and experiences related to cultural differences, and
- Build alliances and promote partnerships.

❖ **“Celebrating Differences – Let’s Look at Mauritius”**

How to create an environment in UO/E where people respect and value differences, viewing them as opportunities for learning, examining the concept of synergy and whether University Outreach & Extension has this quality or not, and create new ways to celebrate differences in the work setting. This training was highly rated by both session attendees, who felt the experience should become mandatory. So far we have not done this.

❖ **“Opening Doors”**

Opening Doors is a three-day retreat that lays the foundation for individual and organizational growth. Participants receive a framework that assists them in empowering ways to dismantle the unnatural divisions we have inherited. From that new framework can come the creation of authentic multicultural environments. This workshop addresses personal attitude change as part of a valuing differences initiative of multicultural organizational development. It lays the foundation for developing

and implementing diversity initiatives. This was an ongoing program which Cornell Cooperative Extension has bought into since CASD.

❖ **“Arizona Diversity Awareness Day”**

The time was right to make “the big effort” to reach the entire college with a coordinated presentation of the three diversity goals. Planning began early in 1996 for a Diversity Day celebration with the theme of “Diversity in the College of Agriculture through PEOPLE, PROGRAMS AND IDEAS.” The event was in the form of a fair, utilizing culture-related booths, ethnic foods and music, and a special performance of dance, song and skits by the 3rd Street Kids, a group of physically challenged youth who conveyed the very essence of diversity to everyone in attendance. The entire event provided a powerful example of the effectiveness of the college in recognizing and respecting the ideas and viewpoints of the 250 faculty, staff and students who attended.

❖ **“Fort Berthold Exchange”**

In September 2000, our catalyst team visited one of our sister 1994 land-grant institutions, Fort Berthold Community College, located in the northwest corner of our state. One of our CASD catalyst team members, Elizabeth Yellowbird Demaray, is the President. Our team goals were to: meet with the faculty and staff at the college; learn about their facilities and programs; learn about their educational programming needs and share our resources; and talk about how we might partner. We spent two days with the faculty and staff, visited several of their programming sites, and learned how they deliver for-credit classes to students on campus and to satellite sites on the reservation. We also toured several outreach programs that are a collaborative effort with the community, the NDSU Extension Service and Fort Berthold Community College. We were joined for part of the workshop by our NDSU Extension Service staff. We offered a similar experience for the NDSU research, teaching and extension staff from New Town. This program enhanced relationships with Fort Berthold, the community college and NDSU staff.

❖ **“Implementing Diversity Using the Change Adoption Approach”**

This workshop looks at the profiles of individuals in an organization on the continuum of receptivity to change or diversity. It is geared toward change agents and their roles.

- ❖ The following topics were the basis for workshops at the **System Conferences**: Diversity and plan of work, sexual orientation, Native American land claims, empowerment models, etc.

❖ **CALS Training Trilogy, March/April 1999**

Three diversity trainings were held in the Spring of 1999 on the University of Arizona campus in Tucson (March 11, April 8, April 29). Over 180 people attended the three sessions. The goal of the training sessions was to increase awareness of unlawful discrimination issues. Session titles were: What is Sexual Harassment?...Did I Cross the Line, I’ve Never Worked with A Disabled Person...What’s the Bottom Line? And Unlawful Discrimination... Where’s the Line? Each session presented information in the form of skits, stories and factual case studies and concluded with questions from the audience. Sessions were open to all administrators, faculty, staff

and students and about one-third of those attending were from other colleges, departments and support units on campus. Presentations were made by a unique team called “The UA Prevention Players” and is made up of eight professionals from the offices of Equal Opportunity I Affirmative Action, the University’s Attorneys Office and Human Resources. Overall evaluations for all three sessions were a “5” – the highest rating possible.

❖ **“1890/1862 North Carolina Exchange”**

In April 2002, our North Dakota Extension Service CASD Catalyst Team sponsored an exchange to North Carolina. The exchange was planned with the North Carolina CASD Catalyst Team. We visited with the faculty and staff at North Carolina State University and North Carolina Agriculture and Technology University. Our participants self-selected one of three areas of the state to visit: costal area, piedmont area, or mountain area. One of our goals was to learn how the North Carolina campuses work with diverse audiences with the possibility to replicating some of their processes in our program.

❖ **“Regional workshops”**

Topical workshops were offered to diversity pilot counties but were also open to others. Topics include participatory planning, organizational climate, general diversity awareness, and supervisory training.

❖ **“Partners For Life: A Service Dog’s Tale” Educational Diversity Video”**

After meeting with representatives of local non-profit agencies and conducting some research on similar resources, the College of Agriculture & Life Sciences Diversity Committee began a fund-raising effort to produce a ten minute video explaining the Americans With Disabilities Act (ADA) as it pertains to access rights of service dogs. The video briefly described the legislation, showed examples of assistance services that service dogs provide, and depicted situations where the disabled and their service dogs encounter access problems. The intended audience included major companies and municipalities that serve the public. These include, but are not limited to, buses, trains, planes, restaurants, hotels/motels, educational facilities, government buildings, and private businesses. Fund-raising began October 1997 and with a budget of more than \$4,000, planning and production started in the summer of 1999 and finalized with a premiere of the video on January 19, 2000. A video web site and ordering page were also created.

The following is an evaluative comment from Andrew Nichols, Family & Communicator Medicine, AZ Health Sciences Center and former State Legislator: “The service dog legislation was one of my first bills in the legislature. Thanks for your help in promoting the concept.”

❖ **“September 11 Response”**

In response to the September 11, 2001 terrorist attack on America, the CASD catalyst team sponsored an interactive video network and audio/video conference on October 12, “Perspectives: Attack on America.” A panel of three experts presented information and answered questions from the audience. The panel included NDSU professors in Political Science, Religion and History, and Computer Science. There

was broad representation across the state. The session was videotaped, and the videos were used by several staff in their local communities.

❖ **“Conference on Native American Issues, April 11-12, 2002”**

Continuing the process of understanding Native American culture, the College of Agriculture & Life Sciences Diversity Committee organized and hosted the “Conference on Native American Issues.” The two-day conference was held at the Arizona Historical Society Museum in Tucson, adjacent to the University campus, with over 90 people in attendance. Participants included faculty, staff, students and educators from several states and on-campus and statewide organizations. Keynote speaker, Cassandra Manuelito Kerkvliet, President of Dune College, Arizona’s 1994 status college, shared her life story and set the scene for similar presentations by college faculty, staff and students. There were two highlights of the conference: one was an evening dinner featuring native foods followed by a pow wow featuring a local Indian drum and dance group. On the second day of the conference, one of the original Navajo Code Talkers, Samuel Tsosie, shared his experiences during World War II and was later interviewed and featured in the local and campus newspapers and the local ABC affiliate news broadcasts that evening. Overall, the conference was a success that exceeded all expectations. Conference attendees rated 4.48 out of a possible 5.0 high evaluation.

The following are evaluative statements from participants in the “Conference on Native American Issues.”

- Better understanding of Native American culture and importance of tradition.
- I am a teacher who has Native American students. Much insight has been gained.
- I had expected the program to be more “program” oriented. However, the program was totally enjoyable and inspirational. The people I met and the stories I heard gives one hope that higher education will become more accepted on reservations.

The following additional diversity-focused professional development opportunities were shared:

- Teams in Motion, 30 minute training video used with all college-wide teams, April 1997
- “Diversity Defines Us” – a 9 minute video on the diversity of the College of Agriculture
- Four training sessions conducted in 1998-99 that concentrated on sensitivity issues, diversity awareness and communication, creating a diversity-welcoming workplace, and diversity at the organizational level.
- Working with Diverse Clients (Cooperative Extension Staff Assistant Statewide Conference, 10/01)
- Many diversity related topics offered through the University’s Human Resource Development Center (HRDC)
- Missouri Extension Leadership Development includes a module on cultural diversity for all participants.
- Community Development Academy includes a module of working with communities on differences for all participants.
- National and Regional NELD. This leadership development experience has diversity at its core.

- AA/EEO training for all employees.
- Cornell Cooperative Extension Associations (county level) conduct specific trainings and open them up to others.
- Migrant Program apprenticeship initiative (lined somewhat to Opening Doors)
- Some professional development occurs at Catalyst Team meetings and via site visits.
- Diversity website
- Opportunities to participate in diversity events sponsored by the University.
- University Human Resources offers ongoing training in sexual harassment, recruitment, employment counseling and many other diversity-related topics.
- The City of Tucson provides ongoing diversity training for the public.
- YMCA of Tucson provides ongoing diversity training for the public.
- Anti-racism training
- Extension conference – two times each year
- Support staff conference – every other year.

Appendix C

Diversity Evaluation Matrix – Example From Colorado State University

<p>Diversity. Colorado State University Cooperative Extension is committed to being an inclusive organization that seeks and promotes diversity in our workforce, program participants, clientele, educational partners and program content. Cooperative Extension is also committed to creating a workplace environment that enhances and nurtures pluralism. The Plan of programming framework for working effectively within an environment of increasing diversity. The Cooperative Extension Diversity Action Plan outlines the aims, goals and objectives, and actions to be taken to achieve a strong institutional and personal commitment to multiculturalism and inclusiveness. Diversity is defined as differences and similarities among people with respect to age, education, ethnicity, family status, gender, geographic location, physical and mental ability, race, social and economic class, spiritual practice, and other human characteristics</p>						
	Unsatisfactory	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Exemplary	
Understanding of Diversity	No understanding of current diversity issues.	Does not maintain a current understanding of diversity issues.	Maintains a current understanding of diversity issues.	Helps others to understand diversity issues by sharing information and contacts.	Demonstrates understanding of diversity in public settings by engaging diverse audiences in program participation/facilitation.	
Data Analysis	Does not know the diversity statistics of their geographic area of responsibility.	Has geographic area of responsibility data on file but has not used the information to plan for inclusiveness of diverse audiences.	Regularly obtains and reviews data on geographic area of responsibility regarding ethnicity, socio-economic status, gender, age, etc. Uses data to include appropriate groups in programs, committees, etc.	Analyzes and shares diversity data with peers, community leaders and/or advisory groups in the program planning process.	Combines diversity data with diverse clientele input to develop innovative and creative techniques to enhance representation of diverse audiences.	
Plan of Work	Has no plan for diversity included in POW	Has included diversity goals and objectives in POW. Plans educational programs that appeal to diverse audiences.	Has included diversity goals and objectives in POW. Plans educational programs that appeal to diverse audiences.	Has surpassed the diversity goals established in POW.	Provides colleagues information and works with them on establishing POW goals and objectives that promote diversity. Formally shares effective practices to enhance diverse participation in programming.	
Accountability	No documentation of efforts to increase involvement of diverse groups in program planning or educational delivery.	Minimum documentation of efforts to increase involvement of diverse groups in program planning or educational delivery.	Has documented efforts to increase involvement of diverse groups in program planning or educational delivery.	Documented efforts in developing partnerships with diverse groups in program planning or educational delivery.	Programming efforts have resulted in a documented increase in diverse audience participation.	

Appendix D
Diversity-Related References in Organizational Strategic Plans

Five of the six responding institutions have a strategic plan for Cooperative Extension. One institution does not. The following are examples of reference to diversity in these strategic plans.

Institution A

- Educational and outreach programs target diverse youth, family, and community needs.
- Deals with the strategic analysis of the marketer's environments, both national and international, including competitive, consumer, economic, cultural, and technological environments, to create successful management strategies and tactics at the business unit levels.
- Continue to review enrollments and ... focus recruiting on diversity and the academically gifted.
- Emphasize quality, diversity and equity in recruiting, hiring, retention and promotion.

Institution B

- Develop proactive recruitment and retention plans to achieve a diverse and productive workforce. Developing individual diversity maturity is a core competency [State] strives to imbed in the recruitment/hiring process, staff development, and performance management.
- Establish measurable objectives to assess progress toward diversity of employees and volunteers.
- Update organizational policies and procedures to ensure support for diverse faculty and staff, volunteers, and program participants.
- Deliver innovative programming to address the needs of underrepresented populations.
- The Diversity Catalyst Team [should]:
 - Work closely with other revitalization strategy teams to create a diversity lens for their strategies, assumptions, and outcomes.
 - Establish pilot county-based diversity projects to lead and model change.
 - Develop continual system communication, dialogue, and sharing around issues of diversity.
 - Offer and promote training and education on numerous diversity issues for individual with varying needs.
 - Recognize and support successful diversity change agents in the system.
 - Create partnerships throughout the system, working toward the common goal of becoming an inclusive organization.

Institution C

Action Items:

- Increase diversity of central administrative staff over the next five years.
- Continue the Diversity Resource Leader position via redirection of resources; continue implementation of CE diversity plan.
- Develop a long-range plan to increase CE staff diversity at all levels.
- 4-H should be the premier youth and family-development program in [the state] with volunteers of all ages and backgrounds.
- Increase program access by under-served and diverse populations, especially children and families, to extend CE programs to these audiences.
- Challenge: Develop strategies to address a diversity of issues for diverse customers with diverse staff. We are an organization that serves people.

Institution C Diversity Action Plan

Action Steps:

- Action – Develop strategies to increase the diversity of Cooperative Extension’s faculty and staff through collaboration among the Diversity Resource Leader, the Human Resource Coordinator, regional directors, county directors, Associate Director and Director. Continue to support a Diversity Resource Leader for providing leadership to all diversity efforts.
- Infuse ongoing diversity education throughout Cooperative Extension’s Staff Development Programs.
 - Include diversity education in new employee and new supervisor orientation.
 - Require diversity training for all current employees.
 - Provide diversity education for volunteers in all extension programs.
- Provide accountability for the diversity efforts of all Extension employees through the performance appraisal process.
 - All Extension agents/specialist responsible for programming include a plan to address the needs of diverse clientele in their programming goals.
 - All Extension faculty and staff not responsible for programming will include diversity efforts in their research, curriculum planning, outreach, support work, etc.
 - Document efforts toward goals of reaching diverse clients as part of the performance appraisal process.
- Create a diversity list-serve and resource library.
- Encourage and provide opportunity for full involvement by all groups in Cooperative Extension through expanded program delivery.
 - Encourage development of collaborative relationships and working partnerships with groups and organizations that work with diverse populations and multi-cultural audiences.
 - Provide accountability of organizational diversity efforts to supporting individuals, groups and communities.

- Develop relationships with people and build credibility in diverse communities. Identify, create and enhance programs designed to reach diverse populations with the support and leadership of the regional and county/area directors.

Institution D

Goals and Implementation Strategies

- In collaboration with the Department of Spanish, Italian, and Portuguese, develop and offer a specialized basic language course for students with little or no experience with Spanish as a foreign language.
- Increase awareness of and respect for diverse cultures and perspectives, and strengthen efforts to infuse multicultural values into curricula and courses.
- Increase educational program outreach to underrepresented groups.
- Diversify cooperative extension's workforce to be representative of the population it serves.
- Enhance the human resources of the college by aggressively hiring outstanding and diverse persons; investing in the professional development of all persons; and increasing efforts to ensure a diverse, inclusive, and supportive work environment for all members of the college – faculty, staff, and students.
- Promote innovative strategies to hire outstanding employees, mentor and retain new and current employees, and recruit a diverse student population.
- Implement the college's Strategic Plan for Diversity and the University's Framework to Foster Diversity Plan.
- Raise awareness and respect for diverse cultures by incorporating virtual field trips into classroom curricula and by connecting electronically with international audiences.
- Performance Indicators:
 - Number of underrepresented participants in cooperative extension programs statewide.
 - Females and individuals from underrepresented groups hires, retained, and advanced in the college workforce.
 - Percentage of underrepresented minorities in the undergraduate and graduate student population.
 - Participation in Human Resource Development Center (HRDC) and Staff Development programs, including climate and diversity training sessions.

Institution E

Strategic Outcomes and Strategies

- Extension councils will recruit members to reflect the diversity of the geographic region they represent (county, region, state).
 - Performance Indicator – Composition of council membership.

- [State] firms and farms, including low-income and ethnically diverse enterprises, will benefit from improved economic performance.
- Children, youth, adults, minorities and low-income persons will benefit from educational opportunities that address their needs and aspirations.
- Program managers and leaders will use customer satisfaction reports, demographics and trend data for program planning, development and continuous improvement.
- Increased diversity among faculty, staff, council members and volunteers working in University Outreach and Extension.
 - Faculty and staff will reflect the racial diversity of the state.
 - Workforce diversity measured by: the percentage of non-white faculty, staff, volunteers and council members
 - Council members and volunteers will reflect the racial diversity and socioeconomic levels of the state.
 - Workforce diversity measured by: the percentage of volunteers and council members in high-poverty areas.
- Additionally, this organization has a separate Affirmative Employment Plan with expected outcomes that reflect recruitment, hiring, promotion, training, and accountability.

RESULTS OF PHONE INTERVIEWS WITH KEY ADMINISTRATORS

Cox (1993, p. 11) defines managing diversity as “*creating a climate in which the potential advantages of diversity for organizational or group performance are maximized while the potential disadvantages are minimized.*” The climate of an organization is influenced, to a great extent, by the leadership of that organization. A core initiative of

the Change Agent States For Diversity project is leadership development in the area of managing diversity skill development.

A telephone interview was held with each of the executive directors of the Cooperative Extension organizations in the Change Agent States for Diversity Project. The CASD consortium includes seven states and nine organizations. (In two states, both the 1862 and the 1890 organizations participate). All nine potential directors participated in this part of the evaluation study.

Each director was contacted to schedule a telephone interview with the researcher. Once the date had been set, a copy of the interview questions was emailed to the director for review prior to the interview. In one case, the interview was conducted face-to-face due to the close proximity of location between the researcher and the director. Interviews ran between 45 and 75 minutes each. Each interview was tape recorded for accuracy. Data were analyzed using NVivo, a software package for qualitative data.

Level of experience in working with and managing diversity

When asked to rate themselves and their leadership team on level of experience in working with and managing diversity, the most frequent response (4) was “somewhat experienced.” Two directors rated themselves as “very experienced;” one as between “very” and “somewhat experienced,” and two placed themselves between “somewhat experienced” and “limited experience.”

Those who rated themselves as “Very Experienced” indicated that they had dealt with a lot of change and a lot of diversity issues as a team, but admitted that they have a lot of growing to do. One of these directors stated that diversity has been at the center of the organization’s attention for more than 10 or 15 years.

A couple of directors rated their teams highly, but were hesitant to say they were “Very Experienced.” One director who rated the team lower on the scale looked forward to increasing the team’s level of experience. *“It’s something we’ve always valued but we never really had much first hand experience in the entire management scheme and process. Obviously, before it’s over with, we’ll be more closely aligned with “Very Experienced.”*

Level of Experience in Managing Diversity

Level of Experience	N
Very experienced	2
In Between very and somewhat experienced	1
Somewhat experienced	4
In Between somewhat and limited experience	2
Limited experience	
Very little or no experience	

Definition of Diversity

Directors were asked to define diversity. The majority of responses defined diversity as either “differences” or as “a valuing of differences.” In addition to the differences we typically think of such as race, ethnicity, gender, age, disability, sexual orientation, education, and economic status, other types of differences were named, as well. These included: personality, difference in skill levels, ‘different attributes you bring to a position’, geographical location, and affluence.

Those who included a valuing of differences in their definition used phrases such as : *“an appreciation of differences whether race, gender...”*, *“a recognition and valuing of distinctiveness or differences in terms of people, cultures and to some extent, expectations,”* *“the ability to encompass differences and understand and value the differences.”* *“valuing the uniqueness of each individual.”*

Other terms that were used to define diversity include: a rainbow of colors, a diverse faculty and staff, a spread of quality across the programs, and an inclusive environment.

The Business Incentive For Managing Diversity In The Organization

Directors were asked to share their opinions of the business incentive for managing diversity in their organization. The business incentives for managing diversity fell into four major themes. One of the business incentives for managing diversity in the organization is that differences in backgrounds bring a richness in innovative thinking, views and opinions, and a richer knowledge base from which the organization can draw upon. It creates an enhanced educational and academic environment.

Another business incentive is that diversity relates to the working atmosphere. It helps those from diverse backgrounds feel comfortable that their values are being included. A diverse working environment increases the tendency of diverse employees to stay with the organization and be productive for a long time.

A third theme focused on the relationship of the organization with the community it serves. Managing diversity in the organization helps extension educators take into account the diverse needs of the publics in their state. It helps to insure that extension educational programs are sensitive to, and attend to the needs of diverse communities and industries. One director specifically states, *“We need to diversify our employment force so we have people who understand diversity and can help shape educational products for our customers.”*

The fourth incentive suggests that managing diversity results in better, more inclusive decisions.

Key Diversity-Related Issues In The Organization

When asked to identify the key diversity-related issues in their organization, the single issue mentioned most frequently was the need to diversify the staff. Directors specifically mentioned the lack of diversity in candidate pools, recruiting and retaining a diverse staff, and the need to increase diversity of the faculty and student body as key diversity-related issues. Another issue mentioned by several directors was reaching out to, relating to, and serving specific audiences. Hispanics and Native American audiences were seen as a growing challenge. Three directors mentioned issues related to gender, specifically stating ‘conflicts regarding gender’ and ‘gender equity.’

A variety of additional concerns were considered diversity-related issues. Some related to the extension constituency: ensuring diversity in councils and advisory groups, and the feeling that *“Some of the constituent groups or audiences are old fashioned.”* Other issues related to people within the organization. One was a concern that individuals should be able to feel that their differences are respected and valued in the organization. Another issue related to classism and the perceived difference in power among groups of individuals in the organization. An additional concern was a worry that not all people feel that the organization and even the outlying community is a comfortable environment. Finally, a concern was raised that we, as an organization, must have programs that are responsive to the people in the state.

The Extent To Which New Employees Are Expected To “Fit In” The Organization

Directors were asked to describe the extent to which new employees are expected to “fit in” the organization. Responses varied among the respondents. The majority of responses suggest that new employees are given the latitude to express their differences. *“I’m not sure we expect employees to mold themselves into the organization.” “We’re not looking for people to be peas in a pod.” “There is no real push to have people fit in.”*

Other responses welcomed differences and viewed them as strengths. Several comments reflect this view.

“I expect them to come in with ideas. I expect them to have an impact on this organization. I don’t expect them to fit in, I expect them to change this organization.”

“As opposed to sticking them in our round or square hole, we need to remodel our boxes to make sure they accommodate or allow access for all kinds of various individuals.”

“Hopefully, fitting in would mean doing the things they do best. Identifying their strengths and how they do their work and then operating that way. Every county gets run differently because of the strengths and interests of the staff in those counties.”

Some responses, however, suggest less flexibility.

“We expect the employees to fit in to our organization, but not necessarily in lock step to the organization.”

“They are expected to fit in very much from the process in terms of rules, regulations, paperwork, those kinds of things. But from a substance point, they are expected to fit in moderately.”

“You have to understand the organization you come into.”

A few examples were shared of instances where the people hired were quite different from the typical employee in that position. One example was a male that was hired for a traditionally female position. Another example was a director who got to his position without having “come up through the ranks” in the organization.

Finally, one director stated that the organization wants to keep race, gender, and sexual orientation neutral in the organization.

Modeling Support For Diversity Efforts In The Organization

Directors were asked to describe how they model support for diversity efforts in their organization. Responses suggest that directors model their support for diversity in a wide variety of ways. One of the most frequently mentioned, however, was that they “talk about it.” The directors talk about the importance of diversity with their employees, at conferences, during new staff orientation, in newsletters and at regional meetings. *“I believe it’s important to speak publicly about these issues. It’s important to say these things are important.”*

In addition to talking about the importance of diversity, another way of modeling that support is with their presence, being visible among diverse populations and at programs that serve diverse audiences.

“I go to our 4-H after school programs to meet with our counselors.”

“I believe it is important to get out and visit staff, faculty, customers from all across the state, all program areas, from all diverse groups.”

“I spoke at the [diversity] conference. I was on 2 or 3 panels. I made it a point to be there, not simply because people expected me to be there, but I wanted it to be known within our organization and among our partners...I wanted our partners to know that I support the conference.”

Hiring a diverse staff was considered an important way to model support for diversity. This was mentioned by several directors. *“Hiring a diverse faculty and staff is the bottom line.”* Positive recognition for individuals and programs that serve diverse audiences was mentioned by two directors.

“Recognize publicly those who are doing extraordinary work in diversity.”

“The programs that I say are the star programs. If they are never ones that address diverse audiences, people will know that I don’t value diversity.”

A variety of other methods were mentioned. These included: using outreach development funds to support programs that would not have been funded otherwise, “running decisions by” certain groups in diverse communities, supporting conferences and programs that reflect commitment to diverse audiences, showcasing partnerships with diverse audiences, and providing the appropriate vision and making sure organizational plans reflect that vision. One director specifically stated that the inclusion of diversity in the annual appraisal system models the organization’s support for diversity.

Strategies That Support The Employment, Development, Retention, And Promotion Of Diverse Groups In The Workplace

A variety of considerations go into the hiring process to support the **employment** of diverse groups in the workplace. First, care is taken in developing the position announcement. It is written broad enough to apply to as broad a based educational background as possible *“so that people don’t look at it and feel they are ruled out.”* Additionally, it is written in a manner that does not exclude one gender. Further, statements about diversity are included within the announcements.

Next, special attention is given to how the announcements are advertised. Directors stated that announcements were advertised in a “broad array of outlets that reflect diversity,” in a “cross spectrum of communities, geographical locations, and cities,” and in ethnic newspapers. One director specifically mentioned using the affirmative action officer to help identify places to advertise announcements so they reach diverse audiences. Two directors use the current staff to generate potential applicants. One director explained, *“We try to foster among our diverse employees – if you know others of your ethnic background, we encourage you to ask them to apply.”* The other director provides support to send current employees to other sites, job fairs, and institutions where they have access to recruitment of and exposure to diverse colleagues.

Finally, several directors make sure that the interviewing team itself is diverse. And one director specifically mentioned a fairly significant orientation program for the interviewing team that focuses on the kinds of things that are and are not appropriate during the job interview.

Creating an open, safe, welcoming, and trusting environment in which to work is an important strategy for increasing **retention**. Additionally, recognizing, showing confidence in, and helping people feel valuable in the organization help maintain good retention. If people are not happy, one director makes a point to find out the reasons why and is willing to make adjustments. Another provides added resources to help the employee conduct programming with groups that have not been previously served.

Fewer responses were provided as strategies for the **development** and **promotion** of diverse groups in the workplace. Only one director offered strategies for development.

In this director's organization, the staff appraisal system is used to keep all employees well informed about ways to grow, to develop their skills, and how the organization can help them become a stronger professional. Additionally, this organization is in a unique position. The University president gives everyone one thousand dollars a year for professional development. Everyone includes professional staff, educators, support staff, technical staff, and service staff. Anyone who works for the university may apply to use the funds for a professional development experience. Few proposals are denied. Employees can choose to use this funding to support diversity-related professional development experiences. No specific strategies were offered for promotion of diverse groups in the workplace.

Barriers Inhibiting The Employment, Development, Retention, And Promotion Of Diverse Groups In The Workplace

In the opinion of the directors, the largest barriers inhibiting the employment, development, retention, and promotion of diverse groups in the workplace appear to relate to salary competition, organizational resistance to change, and perceived level of discomfort for minorities within the community. Several directors expressed an inability to financially compete with other employers for candidates of color.

“Our funding base is insufficient in many cases to compete with offers from people in business.”

“If we want to get Hispanic, Black, or Asian Ph.D graduates, because our funding is so much lower than even our sister schools, we are often not able to pay the salaries it would take for them to come.”

“One of the major barriers for promoting diversity is the fear of the unknown and fear of change.” Some directors are dealing with employees who “want to keep doing it the same way” because they are used to the way things have always been done. In addition to employees, the attitudes of members on advisory groups present challenges to change. *“Obviously, it is related to our councils, and the councils are citizen groups. They reflect all the strengths of the community, but they are not perfect. We don't control them. We don't select, evaluate, or appoint them. I'd call it a challenge to the extent that we are able have councils that have the same enthusiasm about our diversity goals as we do.”* And for some, the conservative nature of the organization makes it difficult to even broach certain topics such as sexual orientation.

The perceived feeling of isolation, both within the organization and within the community was viewed as a definite barrier to hiring and retaining people of color. The following comments reflect this view.

“The organization is extremely white...so entering our organization might not be very appealing to some people who are diverse.”

“There is a perception that Cooperative Extension may not be a comfortable place culturally to work.”

“There is the perception that if you hire someone black in a community where there is no other black person in the community to meet the needs or interests of someone black, they will not stay. In fact, we hired someone black like that and they did not stay long.”

Other barriers mentioned included: a social stigma attached to agriculture (*“they still think it is cows, plows and sows”*), a lack of successful models for working with diverse populations that can be applied in different parts of the state, and the tendency of the young generation to change careers frequently. On the other hand, a director from an 1890 institution expressed a different problem. *“Because we are the most diverse school in the state, we have not felt the need to look at diversity as closely as we should. It is sort of an oxymoron.”*

Usefulness of diversity training in preparing extension professionals to serve diverse populations more effectively

When asked to comment on how useful directors’ believe diversity training has been in preparing extension professionals to serve diverse populations more effectively, the most frequent response (4) was “very useful.” One director felt training has been “extremely useful”; one believed that in some cases training had been “somewhat useful” and in other cases it had been “very useful”; and two rated training as “somewhat useful.” One director stated the belief that training has the *potential* to be “very useful.”

Even the director who rated training as “extremely useful” admits *“That’s not to say that there is not a lot of work to do. It doesn’t mean the work is over. But if I think back to the mid to late 1980’s and where we have come as an organization, it has been remarkable.”*

Diversity training in the organizations has covered a variety of topics and has been delivered in a variety of approaches. The types of topics offered under the “diversity umbrella” has changed in recent years. At one time diversity training focused primarily on civil rights and EEO guidelines. *“Now diversity training is much more than just EEO guidelines that we first started with. So I think [with] diversity training, we’ve come a long way.”* Training topics specifically mentioned by directors include: issues of race, gender equity, sexual orientation, religious differences, moral values, discrimination, sexual harassment, different cultures, and different points of view.

Staff workshops and professional development offerings, a college-wide extension forum that focused on issues of diversity, lessons on the web that address working with diverse audiences, support for employees to attend diversity conferences, and mentoring were methods used to provide diversity training. Additionally, one organization described an experiential/emersion approach to diversity education. This state-level program was patterned after the National Extension Leadership Development program (NELD). Each year up to 30 professional staff have the opportunity to participate in a home-stay with a family of a different culture, and particularly in a troubled part of the world. The goal of this program is to broaden the horizons of extension educators. Returning participants report the positive value of this rich cultural learning experience. In another

organization, a gender issues study was conducted which led to a gender issues workshop for all academic deans and department heads in the college.

In the words of two directors, diversity training has, *“made us more aware that we aren’t reaching diverse populations,”* and *“has helped our staff and professionals to be prepared to serve diverse populations.”*

Usefulness of Diversity Training in Preparing Professionals to Serve Diverse Populations

Level of Usefulness	N
Extremely useful	1
Very useful	4
Sometimes very useful/sometimes somewhat useful	1
Somewhat useful	2
Not very useful	
Not at all useful	
<i>Other - Has potential to be very useful</i>	1

Usefulness Of Diversity Training In Preparing Extension Professionals To Work In A More Diverse Workforce

When asked to comment on how useful directors believed diversity training has been in preparing extension professionals to work in a more diverse workforce, the most frequent response (6) was “very useful.” Two directors rated the impact of training as “somewhat useful” and one director simply stated that it *“will be very useful.”*

The majority of comments to this question suggest that changes are occurring in the workplace. The need to change is more strongly felt by those who have been employed a long time versus newer employees. *“But for those who have been with us a long time it has changed an amazing amount. The language you can use, the kinds of stories you can tell, the pictures you can have on your walls, these are very different from the way they were in previous years. They are doing a very good job with that.”*

Some directors feel that diversity training is increasing awareness and understanding of just what the needs are. Further, it is helping people broaden their definitions of diversity. There is recognition, however, that people are at different developmental stages regarding diversity and that although significant progress has been made, there are critical issues that continue to need work.

A concern was raised about the voluntary nature of most diversity training. The fear was that we may be “preaching to the choir.” And finally, one director looked forward to a new model, *“‘Somewhat useful’ is for the old model. The new model has not rolled off the assembly line yet. But CASD is coming on with a new line of diversity and new issues. The old model has served it’s time. It’s time to pull the old model off the line, discontinue it and put the new one on.”*

Usefulness of diversity training in preparing professionals to work in a diverse workforce

Level of Usefulness	N
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Extremely useful	
Very useful	6
Somewhat useful	2
Not very useful	
Not at all useful	
Other – <i>will be</i> useful	1

Impact Of Inclusion Of Diversity Competence In The Evaluation System On Promoting Diversity Competence Among Extension Employees

Of the nine organizations in this study, most (6) directors indicated that diversity is a part of the evaluation system. One director felt that the inclusion of diversity competence in the evaluation system had a “high impact” on promoting diversity competence among extension employees. He qualifies this rating with the following statement.

“On the one hand, I think the impact has been very high. That means most have responded positively, have worked on sorting their own values about diversity, have developed educational approaches, methods, materials, and locations that address the needs of diverse people. On the other hand, some folks have not embraced diversity as much as we want. They have been made to feel uncomfortable. If they are not committed to diversity, they should be uncomfortable.”

The remaining organizations that include diversity competence in the evaluation system were less positive about its impact. Three rated the inclusion as having “some impact.” Two others did not provide a rating, but did comment on the question. One director specifically credited CASD with the inclusion of diversity in the evaluation system, *“Before the CASD program, we didn’t do much of that. Now, as we meet for our annual performance appraisals, it’s part of the discussion.”*

The degree to which diversity competence is included in the evaluation system varies among the organizations.

“It’s part of the evaluation system. It is rated a small amount in the total evaluation.”

“We ask people about that, but how much we dwell on it, probably not as much as we should.”

The following are additional comments from directors that did not rate the impact as ‘high’.

“It’s had some impact. It probably has not had as much impact as we’d hoped as an organization. It takes time.”

“To say that an employee was a top notch Family Consumer Science or Agriculture Agent and was held back or downgraded because they were evaluated poorly on embracing all aspects of diversity – I don’t think we are quite there yet.”

In three organizations, diversity competence had not been formally instituted into the evaluation system. One director indicated that this was a goal which was being discussed.

Impact of inclusion of diversity competence in the evaluation system on promotion of diversity competence among employees

Level of Impact	N
Very high impact	
High impact	1
Some impact	3
Not much impact	
No impact	
No Rating provided or Diversity Not included in Evaluation	5

Extent To Which The Administrative Teams (Assistant And Associate Directors, Regional Directors, County Directors) Have The Appropriate Skills To Manage Organizational Change On Diversity Within Cooperative Extension

Most directors feel that they and the administrative teams in their states have the appropriate skills to manage organizational change on diversity within Cooperative Extension “to some extent.” However, several directors rated themselves and their teams higher. “*We are on the plus side of ‘To some extent.’ Through this initiative I hope we will sooner than later get there.*” One director distinguished between having the appropriate skills and actually making change. “*In terms of having the appropriate skills I would say that is ‘to a great extent.’ As far as having organizational change actually happen, I’d say ‘to some extent.’ That’s kind of like steering a glacier.*”

One director expressed strong feelings in his response to this question.

“To a great extent, although there is variability among these groups. The reason I think that is because people understand it’s a core value, it’s a performance expectation. Some may say they do not believe that, but they know it’s a core value and an expectation. People have been given opportunities to explore their own values and develop competencies. No one would say that diversity is not a strong core value and expectation.”

Level of Extent To Which the Administrative Team Has Appropriate Skills

Level of Extent	N
To a great extent	3
In-Between great and some	1
To some extent	5
Not at all	

Managing Diversity Skill Development

Extension Directors were asked to indicate whether or not employees in various administrative positions have participated in training that focuses on specific diversity-related content. It should be noted that one organization did not have Program Leader and Campus Leader positions. Additionally, one organization did not have County Director positions. The numbers in the chart indicate the number of organizations that indicated “yes” for the training topic. The bullets indicate the “qualifying comments” made. The number in parenthesis indicates the number of times a “qualifying comment” was made.

Training Topic	Director Of Extension Asst/ Assoc Directors / Regional Dirs. N=9	Program Leaders/ Campus Leaders N=8	County Directors N=8
Managing implementation of legal compliance as a foundation for diversity work <ul style="list-style-type: none"> • Knowledge of government laws and decisions related to civil rights and affirmative action • Coaching staff to understand roles and responsibilities to implement affirmative action, ADA, and EEO legislation 	9 <ul style="list-style-type: none"> • but not extensive 	6 <ul style="list-style-type: none"> • but not extensive • about half 	7
Conducting and overseeing bias-free hiring and human resources processes <ul style="list-style-type: none"> • Developing job descriptions that articulate requirements and eliminate unnecessary qualifications • Recruiting pools of candidates that represent a broad range of demographic characteristics • Coaching staff to understand and avoid bias-based decisions 	8	8	6
Creating inclusive environments <ul style="list-style-type: none"> • Consensus building • Negotiating common ground among different points of view • Participatory work processes • Articulating and coaching others to build inclusive environments 	6 <ul style="list-style-type: none"> • weak yes • stronger on consensus building than other bullets • some(2) 	4 <ul style="list-style-type: none"> • some 	5 <ul style="list-style-type: none"> • weak yes • some • with variations in this group
Resolving conflict across cultural, social, and power differences <ul style="list-style-type: none"> • Knowledge of models and/or frameworks for understanding individual, organizational, and social 	7 <ul style="list-style-type: none"> • very weak yes • some 	5 <ul style="list-style-type: none"> • some 	5 <ul style="list-style-type: none"> • for bullet #2 and #3, but not #1

<p>power</p> <ul style="list-style-type: none"> • Cultural knowledge and skills related to staff and community identity groups • Working with diversity tension and ambiguity 	<ul style="list-style-type: none"> • more depth needed 		<ul style="list-style-type: none"> • some
<p>Managing the organizational change process</p> <ul style="list-style-type: none"> • Dealing with resistance • Identifying employee development levels along a continuum between adoption and resistance to diversity efforts • Ability to move employees along the continuum of change using developmental models • Ability to use profile and climate assessment data to create ownership for the change process 	<p>6</p> <ul style="list-style-type: none"> • for bullet #1 • some 	<p>5</p> <ul style="list-style-type: none"> • for bullet #1 • some 	<p>4</p> <ul style="list-style-type: none"> • for bullet #1 • some
<p>Language of diversity that reduces barriers and builds trust and rapport across diverse audiences</p> <ul style="list-style-type: none"> • Culturally sensitive terminology • Culturally appropriate nonverbal communication • Styles of communication 	<p>7</p> <ul style="list-style-type: none"> • for bullet #1(2) • except bullet #3 • more depth needed and great variability 	<p>5</p> <ul style="list-style-type: none"> • for bullet #1(2) • great variability 	<p>5</p> <ul style="list-style-type: none"> • for bullet #1 • great variability
<p>Implementing practices to affirm people's culture in the workplace</p> <p>Ability to be flexible and maintain high work/product outcomes</p> <p>Identifying exclusionary trends and norms</p> <p>Translating organizational policies and practices into behaviors of inclusion</p>	<p>5</p> <ul style="list-style-type: none"> • but limited 	<p>3</p>	<p>2</p> <ul style="list-style-type: none"> • for bullet #1
<p>Positioning the organization to build community partnerships and stakeholders</p> <ul style="list-style-type: none"> • Knowledge and practice of working in partnership • Creating strategies and coaching staff to build empowering community partnerships 	<p>7</p>	<p>7</p>	<p>7</p>
<p>Other diversity- focused training</p> <p>Briefly describe:</p>	<ul style="list-style-type: none"> • None suggested 		

Comments From Respondents:

- We have a professional recruiter here. It helps us develop better job descriptions and a better candidate pool. The material is given to the county committees.
- The folks at the county level are county employees and are not hired by the university. A personnel committee at the county level makes the decision as to who to hire.
- Training in the language area may have been offered at national or association meetings, but not by our system.
- We are positioned to do that, but actually causing organizational change, we have a way to go.

Summary of Managing Skill Development Chart

- Across all three position groups, extension administrators are more likely to have received training in the areas of: managing implementation of legal compliance as a foundation for diversity work; conducting and overseeing bias-free hiring and human resources processes; and positioning the organization to build community partnerships and stakeholders.
- Across all three position groups, extension administrators are least likely to have received training in the areas of: creating inclusive environments; managing the organizational change process; and implementing practices to affirm people's culture in the workplace.
- Training topics for which Directors/Assistant/Associate/ and Regional Directors are less likely to have received training include: implementing practices to affirm people's culture in the workplace.
- Training topics for which Program Leaders and Campus Leaders are less likely to have received training include: creating inclusive environments; and implementing practices to affirm people's culture in the workplace.
- Training topics for which County Directors are less likely to have received training include: managing the organizational change process; and implementing practices to affirm people's culture in the workplace.

SUMMARY OF KEY ADMINISTRATOR TELEPHONE INTERVIEW

Directors varied in their rating of themselves and their leadership teams on level of experience in working with and managing diversity. The typical response, however, was “somewhat experienced.” When asked to define diversity, directors painted a broad view, including those dimensions typically included in affirmative action statements, but also including other dimensions such as personality differences, geographical location and affluence. The concept of valuing those differences was an important part of the definition that several directors gave.

An enhanced educational and academic environment, increased retention of diverse employees, more relevant programming for diverse communities and industries, and better, more inclusive decisions were all considered business incentives for managing diversity.

The need to diversify the staff was mentioned most frequently as a key diversity-related issue. Other issues related to councils and advisory groups, acceptance of differences among employees within the organization, and the environment of the outlying community for diverse employees.

Although the degree to which new employees are expected to fit in the organization varied among respondents, the majority suggest that new employees are given latitude to express their differences.

Directors model their support for diversity efforts in their organizations by talking about it, being visible among diverse populations and programs, hiring a diverse staff, as well as including diversity within the organizational plans.

A variety of strategies are used to support the employment of diverse groups. These include care in the development of the position announcement, how and where the announcements are advertised, and composition and preparation of interviewing teams. While strategies were offered for retaining diverse employees, few strategies were offered for development of , or promotion of diverse groups in the workplace.

The largest barriers inhibiting the employment, development, retention, and promotion of diverse groups relate to salary competition, organizational resistance to change, and perceived level of discomfort for diverse populations within the community. The perceived “social stigma” attached to agriculture was also considered a barrier.

Directors typically believed that diversity training has been “very useful” both in preparing extension professionals to serve diverse populations more effectively and in preparing extension professionals to work in a more diverse workforce. A variety of approaches to training were shared. There is an agreement, however, that more work is needed.

In six of the nine organizations, diversity competence is a part of the evaluation system. Only four of the six provided a rating on the impact that including diversity competence in the evaluation system has on the promotion of diversity competence among extension employees. While one director felt it had “high impact”, the other responding directors felt it had “some impact.”

While several directors believed that their administrative teams have the appropriate skills to manage organizational change on diversity to “a great extent”, most believed their teams possess these skills to “some extent.”

When directors were asked to indicate whether or not various administrators had participated in training that focuses on specific diversity-related content, the following was evident. Extension administrators, across the board, were more likely to have received training in the areas of: managing the implementation of legal compliance as a foundation of diversity work; conducting and overseeing bias-free hiring and human resources processes; and positioning the organization to build community partnerships and stakeholders. Extension administrators, across the board, were least likely to have received training in the areas of: creating inclusive environments; managing the organizational change process; and implementing practices to affirm people’s culture in the workplace.

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